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ABSTRACT

Although disabled students need the same comprehensive assistance in making the transition from school to work as their nondisabled counterparts, most disabled youth, and particulary those with severe disabilities, do not receive adequate assistance in this area. This situation can be remedied by approaching the transition to employment as a process with a clear objective. The process should begin early, be individualized, involve all communication techniques to convince potential students that they could succeed employment goal. The school-to-work transition can be visualized in terms of three bridges, each of which serves a different population. Some disabled students will move into employment without special services, some will need time-limited services, and yet others will require ongoing services. Because the individuals belonging to the first group are not tied to specific programs, no evaluation statistics exist concerning their long-term adjustment to employment and adult life. The second bridge, temporary services that lead to employment, generally involves a program of coordinated interagency counseling services that include a work experience component. This work experience may be provided according to two models, the train/place and the place/train approaches. Despite research documenting the superiority of the first approach with severely disabled clients, the second model is still the most widely used. The key to the success of the third bridge (transition with ongoing services) is developing combinations of ongoing support linked with local services. (MN)

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Vocational Rehabilitation: Its Relationship to Vocational Education

Richard P. Melia

Occasional Paper No. 120

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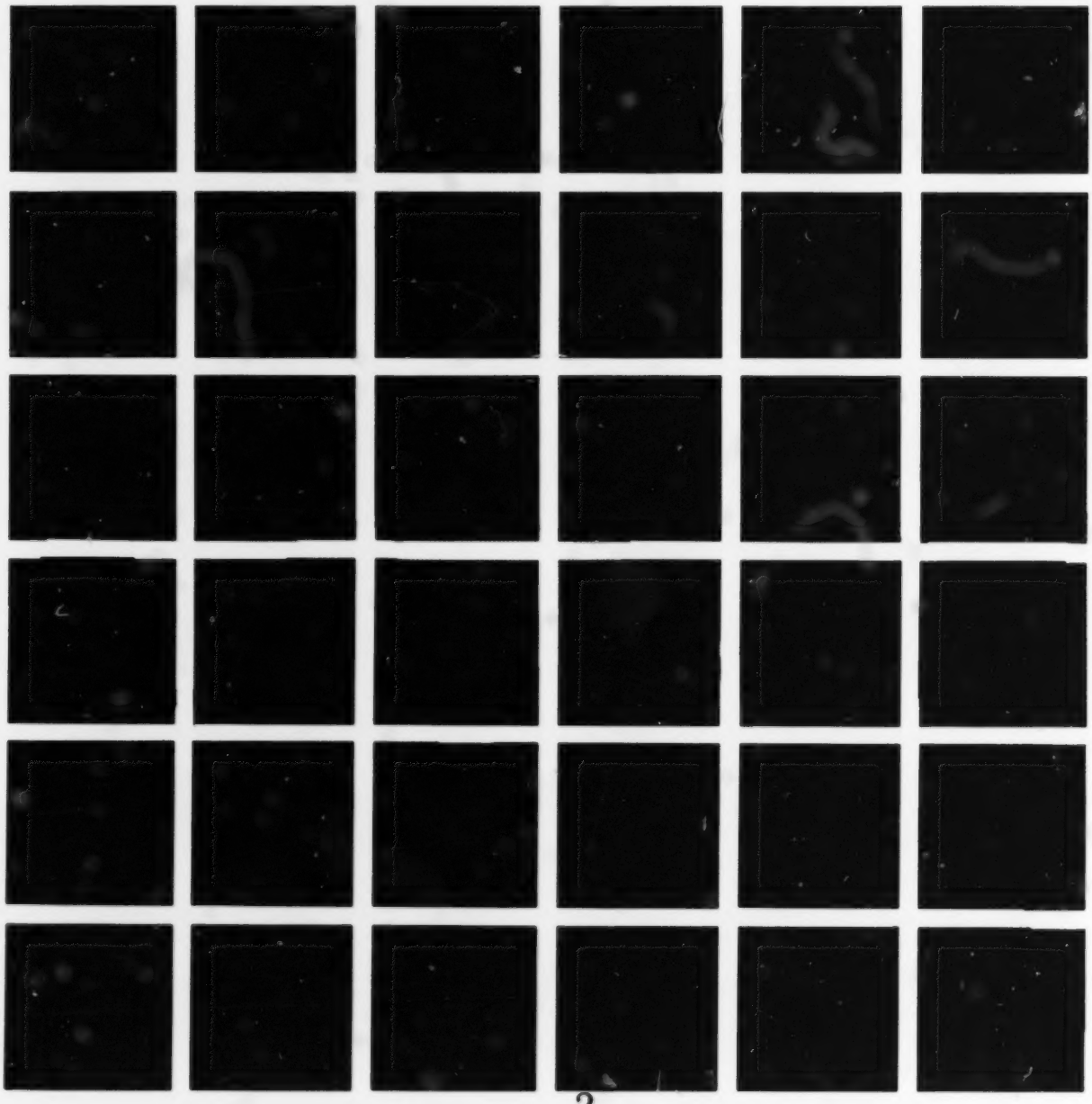

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Occasional Paper No. 120

VOCATIONAL REHABILITATION: ITS RELATIONSHIP TO VOCATIONAL EDUCATION

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1986

FOREWORD

Vocational education has had a continuing commitment to serve the needs of handicapped students. The Carl D. Perkins Vocational Education Act continues to guarantee access to vocational education for handicapped. The Perkins Act also specifies that the National Center will conduct applied research and development on effective methods for providing quality vocational education to handicapped individuals and will provide technical assistance to programs serving special populations including handicapped. One of the areas of particular interest to us here at the National Center is transition. As youth in special education programs near the end of their public school experience, there is increased need and demand for the cooperative planning of transition services to assist them as they move from high school to employment.

Richard P. Melia is a rehabilitation research analyst and project officer for the National Institute of Handicapped Research (NIHR), Office of Special Education and Rehabilitation Services, United States Department of Education. At NIHR he has program management and project officership responsibilities for research activities on employment for handicapped individuals and related areas. Prior to joining NIHR in 1981 he worked for 10 years as a vocational rehabilitation program specialist and as special assistant to the commissioner in the federal rehabilitation services administration (RSA). He started his federal career in 1970 as a regional rehabilitation program specialist with the Region I (New England) office of RSA. Previously he worked as a research associate with the Massachusetts Mental Retardation and Vocational Rehabilitation Planning Projects and as a consultant to the Massachusetts Bureau of Retardation.

A graduate of Northeastern University in Boston, Melia received his Master of Arts and Doctor of Philosophy degrees from the University of Massachusetts, both in public administration and public health. Dr. Melia is the author of numerous publications, and in 1984 he was named a Mary E. Switzer Scholar by the National Rehabilitation Association in recognition of his accomplishments in the field of rehabilitation.

On behalf of The Ohio State University and the National Center for Research in Vocational Education, I am pleased to present this seminar paper by Richard Melia.

VOCATIONAL REHABILITATION: ITS RELATIONSHIP TO VOCATIONAL EDUCATION

INTRODUCTION

It is usually helpful to know a speaker's perspective—the events and experiences that have shaped his or her views. My own views on vocational rehabilitation and the transition of disabled youth from school to employment stem from my official and volunteer activities over the past 20 years at the local, state, and federal levels. During the past 5 years as a program officer for research related to employment of disabled individuals, I have been part of some of the most exciting developments ever in improving the lives of disabled people, particularly young disabled people.

When I began my career working in a state planning effort for mentally retarded people, a broad disability movement was just beginning. There was a trend away from institutions and toward community services, from exclusion of persons from generic services and toward integration. We have truly come a long way on these aims. Landmark legislation, including the Development Disabilities Act, the Rehabilitation Act, and the Education for All Handicapped Children Act, has been enacted. But what is most exciting to me is that new methods and approaches, new technologies and service settings, have revolutionized the employment possibilities for severely disabled people.

Years ago when I was working on implementation of the newly enacted Development Disabilities Act (DD Act) and the priority for serving severely handicapped individuals in the Rehabilitation Act of 1973, I can remember a colleague of long standing from the field of service for mentally retarded persons saying to me, "You really don't understand the DD Act if you are talking employment. The people to be assisted through the DD Act are too severely impaired to be employed." It's true that at the time there were few approaches, few successful models, for competitive employment of severely disabled people. But fortunately, a great deal has been accomplished, techniques have been developed, and the people we hoped to serve refused to live down to our expectations.

Over the past several years, I have been very fortunate to be part of the efforts in the office of Assistant Secretary Madeleine Will of the Office of Special Education and Rehabilitative Services to improve the transition of disabled youth from school to employment. My research management responsibilities involve me in all aspects of employment-related issues, and that exposure, coupled with specific assignments on transition topics, I think, has given me a broad perspective. I intend to use Mrs. Will's transition model to share my thoughts with you.[1]

NOTE: The author wishes to note that the views expressed in this paper do not necessarily reflect the views taken by the U.S. Department of Education.

Transition: Definition and Components

The process of transition from school to employment is complex. It encompasses the foundation period in school and ranges to the world of work. It can help students move smoothly into employment, or when the process breaks down, there can be trouble. The ideal is that after sharing of information, a variety of work experiences, skill training and educational development to the greatest extent possible, and the assistance of supportive teachers, counselors, peers, and parents, one moves into meaningful employment resulting in satisfaction, improved self-image, good wages, and involved citizenship.[2]

This idealized process should apply to disabled and nondisabled people, to those in an academic curriculum and those in a vocational curriculum, to those whose precareer education ends after high school and to those who go on to postsecondary experiences. Unfortunately, however, there is susbstantial evidence that this idealized picture does not fit most disabled youth, particularly those with severe disabilities.[3] The reasons for this are complex. In some instances, it is our belief that disabled youth cannot work productively in regular jobs. In other instances, a lack of teamwork or poor communication may be responsible.

These barriers can be overcome by approaching the transition to employment as a process with a clear objective. The process should begin early, be individualized, involve all appropriate parties, and be targeted at all times on the ultimate employment goal. We need to identify the pieces of the puzzle and fit them together for each disabled student.

It helps to visualize the transition from school to employment as three bridges.[4] Each bridge, if you will, serves a different population. There is no intent to imply segregating students so that they go in separate passages. Instead, this concept of three bridges expresses the idea that out of one educational foundation will come some individuals with disabilities who move into employment without special services, some who need time-limited services, and others who require ongoing services. We remember, in considering program relationships, to think of alternatives, of possible misdirection, overutilization, or underutilization of services.

In the remainder of this paper I am going to explore each of these "bridges," keeping in mind the title "Vocational Rehabilitation: Its Relationship to Vocational Education." It may well be that vocational education and vocational rehabilitation relate to each other today primarily in terms of one of these three bridges. But, as previously noted, in reference to my colleague's view of the DD Act, things change. Therefore, I will not try to define the boundaries of vocational education or vocational rehabilitation. I will identify what I think are some of the most exciting developments in transition for each of the bridges. This may help others to visualize improved relationships of vocational education and vocational rehabilitation as a result.

Transition without Special Services

Not all disabled individuals have a "special label." The first bridge is shared by disabled and nondisabled individuals; many persons move from school to employment without being directly served by programs for disabled people. They still have an impairment, of course. In fact, they may be anywhere on the spectrum of severity of disability. They benefit from resources available to all persons, such as barrier-free design. Accommodations are often incorporated into general services.

Diverse sources exist for occupational information, guidance, and placement assistance.[5] Many work experience programs lead to jobs. Postsecondary training brings skills that lead to jobs. Family contacts, neighborhood networks, and volunteer experiences lead to employment. These are the usual methods of entry to the world of work for nondisabled people; they are also a significant path to employment for disabled individuals.

We need to know more about the disabled individuals who cross this bridge to employment. Because these individuals are not tied to programs, we do not have the evaluation statistics, the case studies, the follow-up surveys and data links to tell us about the quality of their adjustment to employment and adult life. One area I, as a graduate of a cooperative education program myself, would like to know more about is how co-op at the secondary and postsecondary levels has helped disabled students. I know that disabled students of Northeastern University in Boston and Marist College in Poughkeepsie, New York, have benefitted greatly from co-op. Recent studies funded by the Special Education Programs are looking at co-op approaches for disabled students.

Another area for investigation is apprenticeship programs. The National Association for Industry-Education Cooperation is conducting a survey, with funding from the National Institute of Handicapped Research (NHIR), of disabled individuals' participation in apprenticeship programs.[6]

We do know that job accomplishments and adaptive equipment are now much more easily incorporated into the workplace.[7] These advances, often through rehabilitation engineering or automated product or accommodation data linkages, such as ABLEDATA and the Job Accommodation Network (JAN), are going to make it easier in the future for disabled students both to complete regular academic or vocational education programs and to work in regular employment settings. When joined with a disabled student services office as part of student services in a school setting or an employee assistance program or disability management program at work, these technological resources can be used to best advantage. Yet, they still may be viewed by both disabled individuals and their employers or educators as, in the words of a recent governmental study of accommodations, "no big deal."[8]

Transition with Time-limited Services

The second bridge consists of temporary services that lead to employment. The presence of a disability is usually a qualifying factor for these programs, or it may be that special supports for disabled participants are available. Most time-limited programs also have an eligibility test: there must be a reasonable expectation of success after obtaining employment or service objectives.

Coordinating time-limited services can be very complex. An appropriate image might be of the atom, with different bonding and reactions possible at any time, depending on the elements involved.[9] It is because of the complexity of the transition process and the danger of missed connections that individualized transition planning has such a natural appeal. However, it is important to keep in mind that employment is the goal, and the elements of individualized transition planning should not become legalistic steps. I think it is because coordination of transition services has too often been hit-or-miss that some states, such as Virginia, are considering mandating by law that all disabled students age 16 and over receive an individual, written transition plan from the local education agency.[10]

Another indicator of the complexity of the transition process is its specialized vocabulary. William R. Phelps, chief of School Services for the West Virginia Division of Vocational Rehabilitation, has compiled what he calls a "Limited Terminology Listing Common to Special Education,

Vocational Education, and Vocational Rehabilitation."[11] This limited compilation has 132 listings on 26 single-spaced pages, ranging from "ancillary services" to "work study site visitation." The list begins with 25 acronyms that are frequently used, including ABE (adult basic education), CO-OP (cooperative education), IEP (individualized education plan), IWRP (individualzed written rehabilitation program), and OJT (on-the-job training). I hope to identify some additional candidates for Bill's list in the remainder of this paper.

The complexity of the transition process requires interagency agreements as well as individual planning. Local agency agreements should start early, pinpoint responsibility, incorporate individualized planning, and provide a range of instructional options.[12] They should be evaluated by their effectiveness in reaching the ultimate goal—assisting disabled youth into meaningful employment. State-level agreements should support local implementation. State agreements should show commitment to vocational excellence and integration of disabled youth into the mainstream of employment. States can provide the training, occupational information, logistical support, and evaluation assistance needed by local agencies.[13]

Staff co-location is a common feature of model cooperative transition programs. This may be in the form of vocational rehabilitation counselors in schools or special educators in vocational education settings. At the local level, Vocational Resource Educators (VRE) are bringing special education techniques into vocational education programs. These staff assignments and specialties are needed to overcome the all-too-common practices of labeling students not ready for a course or program and scheduling coordination and individual attention so infrequently, due to the press of case loads and class size, that the student with special needs gets lost. At the state level, valuable coordination is carried out by teamwork, often with vocational rehabilitation's school services coordinator or vocational education's special needs coordinator involved.[14]

Increasingly, model cooperative arrangements for school to work transition include a work experience component. Earlier this year I had the opportunity to review the results of a task force of 60 persons representing various agencies and parents of handicapped youth and adults in Minnesota.[15] After noting the need to define transition more clearly, to translate state-level agreements into meaningful local implementation, and to emphasize the importance of meaningful employment for severely disabled individuals, the task force addressed a list of 66 problems that must be overcome. The fourth highest-ranked problem was that "too many secondary special education programs emphasize academic rather than vocational programs." The task force indicated that if this problem were to be solved, then six "greatest impact" and seven "very high impact" problems would also be solved. The task force concluded that this problem would be solved "when all secondary handicapped students have the option for vocational or academic education which will make them useful and productive members of society."

Despite many research reviews that document consistent findings on the value of work experience for handicapped individuals, many obstacles stand in the way of severely disabled individuals who might otherwise participate in vocational programs.[16] A recent Institute of Rehabilitation Issues (IRI) study group presented a very helpful analytical framework for identifying philosophical models of "Employment Preparation for Persons With Developmental Disabilities."[17] The first model, the "Train/Place" approach, emerged more recently and, despite research proving its superiority with severely disabled persons, has not been widely embraced by vocational programs.

The two approaches have the same ultimate goal of a decent life in the community, including work, independence, and social integration. But they differ significantly in their assumptions about learning behavior, in theoretical orientation, in types of interventions, in methods of evaluation, in use of support during instruction and employment, and in initiation of behavior.

Train/Place has a continuum orientation. The theory is that the individual progresses through developmental stages, that adjustment precedes placement, and that bringing specialists to the individual, as in clinical and medical models, is helpful. Train/Place emphasizes readiness for work, and until the individual is ready to do the job without special supervision and assistance, the individual should not be considered ready for work. Train/Place is associated with day activities, day treatment programs, prevocational training, and sheltered workshops. These settings are used to provide the training to make a person ready for placement. The theory, again, is that when individuals are stabilized in training and have mastered prevocational and adjustment skills, they will move to a higher level and ultimately to employment.

Place/Train is in sharp contrast to Train/Place. Underlying assumptions are that many complex behaviors can be taught through individualized, planned, applied behavior analysis. The training is best accomplished in the setting where the actual performance is to take place. This is especially important because the severely disabled individuals who are the target for Place/Train interventions have great difficulty learning a task in one setting and generalizing to another setting. Place/Train uses individual interventions, such as task analysis, job-specific training, and training in the actual work environment. Integration is emphasized, and nonvocational skills are taught along with vocational skills in the natural setting. Transitional and supported employment programs, on-the-job training, and entrepreneurial ventures provide work opportunities for individuals in the Place/Train approach. Recent examples include dispersed, competitive job sites with direct staff support, enclaves, mobile crews, and structured benchwork models.

One of the key features of the Place/Train approach is the individualized planning of services. The approach is problem as well as team-oriented. Direct staff workers who are trained to work with severely disabled persons provide the on-the-job training, analyze the job tasks, and provide the supervision to the disabled trainee.[18] They use behavior management techniques to teach appropriate work behavior in the actual setting where the job is performed. They advocate integrated relations with the employer and co-workers. They negotiate work-related issues with employers, such as schedules, site modifications, and reassignment of job functions, so that a task that cannot be performed by a person with a disability is performed by another worker. Their title may be job coach or employment training specialist, but it is very likely that they have learned their trade in a Place/Train setting after preservice career preparation in special education or vocational rehabilitation.[19]

Learning how to "fade" is a key component of Place/Train. Usually, support at the job site is very intensive initially and then decreases over time to a stable, minimum, flexible amount determined by individual needs. This "fading" may be from 40 hours a week of intervention time to 2-4 hours in 8-10 weeks. However, providing ongoing support is essential for many severely disabled individuals.[20]

Transition with Ongoing Services

The third bridge from school to working life consists of ongoing services that allow individuals with disabilities to take advantage of work opportunities. The key to making this bridge successful is developing combinations of ongoing support linked with local services.[21] When we have paid employment for persons for whom competitive employment at or above minimum wage is unlikely, when support is needed at the workplace to maintain employment, and where the employment setting is integrated and linked with a variety of other programs, we have supported employment.

Supported employment exists in a variety of settings, including industries with publicly supported supervision, dispersed individual placements, custodial and grounds maintenance provided by mobile work crews operating out of a van, and small benchwork assembly with long-term intensive support provided.[22] There are six primary ways in which supported employment differs from traditional service approaches for severely disabled persons who have been traditionally assisted in day programs:

- Employment, with emphasis on wages, working conditions, and job security, is the purpose;
- Ongoing support, with emphasis on performing the job, not preparation for work;
- Jobs, not services, as the emphasis is on work for pay, not development of skills;
- Full participation, as persons who are severely disabled are not excluded;
- Social integration, as contact with nondisabled people who are not paid care-givers is essential;
- Variety and flexibility, as shown in the wide range of jobs and many ways of providing supported employment.

The growth of day programs and segregated sheltered work programs has been described as a problem largely "hidden from public view."[23] In the 1960s there were few long-term day and vocational programs, and relatively few individuals were served. With the emphasis on community programs and away from institutions in the 1970s, and the guarantee of a free and appropriate education for disabled youth under the Education for All Handicapped Children Act (P.L. 94-142), day and employment programs began to emerge throughout the United States to provide day activity, work activity, and prevocational care for severely disabled adults. A 1979 survey reported 105,000 individuals participating in day programs supervised by state developmental disabilities and mental retardation agencies. A 1984 survey reported an increase to 185,536 individuals. Yet, because this program operates outside the purview of established rehabilitation programs and receives much of its funding indirectly through social services and medical payments, the growth of the program has, until recently, had little public policy scrutiny.

Although day services are frequently described as part of a continuum leading to jobs, very few persons move from one level to the next (such as a skill-training facility) or into competitive employment.[24] The idea that day activity programs could get severely disabled people ready for employment has not worked. Moreover, recent statistics show a dangerous trend. The percentage of persons working under sheltered workshop certificates that require strict segregation of workers because they are earning the least (under 25 percent of the minimum wage) is increasing the fastest. Persons associated with employment preparation programs represent the smallest percentage.

Most of the individuals served in day programs are recipients of public transfer payments. It is the possibility of reducing transfer payments to nearly 200,000 persons that has provided a rationale for new initiatives to provide supported employment programs in lieu of day programs.

Recently the Rehabilitation Services Administration awarded ten grants to states for "Statewide Change to Supported Employment." The states (Maryland, Virginia, Kentucky, Michigan, Minnesota, Utah, Arizona, California, Washington, and Alaska) each provided a 5-year proposal to

shift public resources away from supporting severely disabled individuals in day programs to supported employment, with the ongoing support financed from re-allocated day program funds. The new grants are to create employment opportunities, develop local service providers, establish state management systems for supported employment, and build consensus and participation.

One of the most exciting aspects of the new supported employment demonstrations is the intense level of involvement of state vocational rehabilitation (VR) agencies. Working closely with state developmental disability (DD) agencies, state VR programs are defining new program roles.

Persons who previously would not have met VR eligibility under the Train/Place approach, because they were so severely handicapped they lacked vocational potential, are being accepted for services and being assisted by Place/Train strategies. When the individuals reach the stable minimum, flexible level of support needed to maintain employment, responsibility for case management shifts to the state DD program for coordination and payment of ongoing support.

The National Institute of Handicapped Research (NIHR) is funding two contracts to assist in the process of statewide change. One contract, with the University of Oregon, provides technical assistance to the 10 states and important supported employment settings. The other contract is for a study of how best to measure performance outcomes in supported employment. In addition, NIHR is funding a 1-year fellowship study of legal, administrative, and regulatory aspects of supported employment and is supporting a variety of activities through its research and training program to enhance supported employment.

Future Directions

I cannot predict future relationships of vocational education and vocational rehabilitation. Any such prediction would have to be qualified because of the decentralized nature of both systems, particularly the diversity of vocational education settings across the nation. Nevertheless, it does seem reasonable to assume that the same trends we see toward inclusion of individuals with the most severe disabilities in vocational rehabilitation using Place/Train approaches may be expected to have an impact upon vocational education.

If parents and agency representatives, as in Minnesota's task force, focus more attention on vocational, rather than academic, emphasis in special education programs, the likely result will be more vocational education involvement in the individualized teams planning transition from school to employment for severely disabled youth. The increased emphasis on coordination in the provision of time-limited services also points to greater involvement of vocational educators with rehabilitation personnel.

It is also likely that recent legislative changes emphasizing the participation of disabled individuals in vocational education programs will influence program directions.

One thing does seem quite certain: the future will see many more disabled youth, especially severely disabled youth, entering meaningful employment and thereby gaining the respect, dignity, independence, social contact, and economic gain that employment brings.

QUESTIONS AND ANSWERS

Richard P. Mella

Question: In the transition process the employer plays a crucial role, yet not a lot was said about the role of the employer in transition. Could you tell me when, ideally, the employer should become involved, and have you seen any creative programs across the country that do a good job of involving the employer in transition?

Definitely there's a very important need for involvement of employers, and this can happen in a variety of ways. In advisory and participatory roles in the planning at the organizational level, just as in the private industry councils, you have significant employer involvement. Increasingly we're seeing in the transition area the involvement of employers in advisory sorts of roles. When you get into the design of an enclave or the design of a specialized employment opportunity, the role of the employer can be facilitated by that specialized staff person who can go out to the job site and look and do an analysis of what could be performed by a more severely handicapped person and can give to that employer the type of individualized service that's needed to make a job work.

There's also a role for developing new jobs and new opportunities. If you're going to be involved with a work crew or some type of service that is intense, and if you will be an employment training specialist working with a group of individuals, because you're in a rural area or involved with a mobile task as far as finding jobs, under those circumstances you may want to develop a new company or a new nonprofit opportunity or develop an offshoot of an existing rehabilitation program, and that organization will become the employer. So there are many different opportunities for involving employers, and employers can be nonprofit or for profit, new organizations or existing organizations. The key seems to be that there's a need for structuring the relationship between the employer and the organizations working with the handicapped people. Also there's a need to involve the parents, and there should be a role for acclimating the parents to what would be found in the job site and how to structure the job site.

Question: How should employment training specialists be trained?

That's a good question, and it's one of my favorite topics. Let's break it down by the different disciplines. For the employment training specialists working in transition and the vocational resource educators, there are somewhat incremental changes from the type of personnel preparation programs that are going on now. We see those programs springing up in universities around the country where it is fairly easy to adapt an existing curriculum and have preservice training for these individuals. It can also be done on an inservice basis.

At the Council for Exceptional Children, 2 years ago, we were making a presentation on the study that we did of the different voc ed/voc rehab relationships and special ed relationships. We talked about the vocational resource educator, the model in St. Joseph's County in Missouri, and an individual raised her hand and said she was a vocational resource educator from Alabama and her job description was based on St. Joseph's model. So I think it's happening now that there's a

transferability that is being incorporated with inservice training by local education agencies and rehab agencies for their counselors and for their special ed and voc rehab/voc ed staff.

With regard to individuals to work as employment training specialists or job coaches with the most severely impaired people, most of the training thus far has been in the exemplary sites where this sort of work has been going on: Virginia Commonwealth University, Vermont under some of the programs under the auspices of University of Vermont, the Illinois work by Paul Bates and Frank Rusch, and Tom Bellamy's program in Oregon. They tend to be summer and short-term programs of several weeks and usually for individuals who already have credentials working with disabled people, whether from rehab or special ed. They become trained on a short-term, intensive basis, and then move back to train others and to perform as employment training specialists or job coaches.

We funded a study this year to look at the development of staff roles for supported and transitional employment programs, and one of the purposes of the study was to bring together the people who have been doing these types of preservice and inservice training and to get their best thoughts about what the competencies should be and what the types of training programs should be. A couple of things emerged in that study. One important one is that the training should always be practicum type training. It should be in cooperation with someone who is already doing that type of training. The second thing that came across loud and clear was that there should not be any one model or any one way of doing it. There are some service providers that can do the training just as effectively as universities. So we shouldn't say that it has to be in a particular setting, and we should have an open competition and let people respond. When I left the office just this past week, one of the things I was doing was reviewing some training announcements that we hope to publish in the Rehabilitation Services Administration that would call for the inservice training programs involving rehabilitation counseling to incorporate some of these job positions working with transitional and supported employment.[25] It doesn't necessarily mean that we expect the rehab counselors to become the job coaches and such, but we want them to become familiar with the role, to know how to work with the individuals who are performing these roles, to be in a position to help in the coordination.

Question: What kinds of coordination or cooperation have you had with other groups?

We've had some dialogue with how labor unions can help through their efforts to make the work site more open to handicapped individuals through some of the training programs and on-the-job supports that they can provide. We've had dialogue and interaction with some of the programs of the Department of Labor working with private industry councils, and Lloyd Tindall at University of Wisconsin's Vocational Studies Center is doing training in a project funded by special education on how to make the most of private industry councils and their decentralized structure for developing job opportunities for handicapped people. I suppose that some of those efforts might get into minority populations and such. I was at the TASH meeting in Boston last week, the Association for Persons with Severe Handicaps, and in a presentation on one of the transitional panels, one of the Social Security Administration's demonstration projects that presented was asked about minority involvement and the probems that might be special for minority involvement. They responded that they really didn't have much minority involvement and that they wished they really could reach more referrals from minority programs. They felt the need, as their program was a new program. As they developed, they felt they really weren't linked into the referral sources from which they would receive minority enrollments in their transitional type of program.

On the other hand, the representative from Virginia Commonwealth University on the same panel noted that in the urban area of Richmond, their program already had a percentage of minorities that was much higher than the minority enrollment in the university and that perhaps the group was overrepresented in the special education and day treatment programs, were in the transitional program in greater numbers than their incidence in the population. So I think some of the programs are beginning to reach minority populations. To what extent they are reaching minority populations with a different language, I don't know. In corrections, some of our learning disability projects are closely linked with some of the juvenile programs, and we are finding in some of the research that individuals with learning disabilities have more involvement with the law and authorities and so forth than nonhandicapped people in the same age groups seem to have. But there's still a lot of work that needs to be done in that area of building relationships and linkages and so on.

Question: What is the input of the person with the disability?

That is a key factor. The choice and options that the individuals should have are a hallmark of my view of the transition planning process. The whole process from the early stages of the secondary experience through the employment outcome should be one of opportunity to experience every possible option and make the best possible choice by the individual and where the individual has an advocate, then the advocate or parent as well should be involved in that experience.

NOTES

1. Madeleine Will, "Bridges from School to Working Life. Programs for the Handicapped." (Washington, DC: The Office of Special Education and Rehabilitative Services, Office of Information and Resources for the Handicapped, 1984), p.

2. "The Process of Transition for Handicapped Students," *American Rehabilitation*, 1, no. 3 (July-Aug.-Sept. 1985).

3. Susan Brody Hasazi and Paul Wehman et al., *American Rehabilitation* (July-Aug.-Sept. 1985)

4. The "bridges metaphor" is a key element of the paper by Madeleine Will cited in note 1.

5. "Job Placement and Development," *American Rehabilitation*, 10, no. 1 (Jan.-Feb.-Mar. 1985).

6. For additional information, contact the National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, New York 14226.

7. Funded by the National Institute of Handicapped Research (NIHR), the National Rehabilitation Information Center (NARIC) is a major resource in rehabilitation. NARIC offers data searches of two databases: REHABDATA contains entries on over 9,000 rehabilitation research reports, many on job accommodations; and ABLEDATA has over 8,000 citations on commercially available aids and devices for disabled persons. In addition, NIHR helps fund the Job Accommodation Network (JAN), an information system of successful accommodations contributed by employers. JAN may be contacted by calling toll free 1-800-JAN-PCEH.

8. *A Study of Accommodations Provided to Handicapped Employees by Federal Contractors*, submitted by Berkeley Planning Associates to the U.S. Department of Labor, Employment Standards Administration in June 1982. Refer to contract no. J-9-E-1-0009.

9. "Vocational Education Model for Linking Agencies Serving the Handicapped" Madison: (Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1981).

10. Memo from Virginia State Delegate Mary Marshall to organizations interested in the handicapped, presenting the recommendations unanimously adopted by the Long Term Care Monitoring Committee, Virginia House of Delegates, Richmond, 11 October 1985.

11. William R. Phelps, "Limited Terminology Listing Common to Special Education, Vocational Education, and Vocational Rehabilitation, unpublished paper (Charleston, WV: Chief School Services, West Virginia Division of Vocational Rehabilitation, April 21, 1984).

12. For an example of a model interagency agreement between a state department of education and a division of vocational rehabilitation, see the memorandum from Dr. Roy Truby, State Supt. of Schools, and Earl W. Wolfe, Director of the Division of Vocational Rehabilitation, State of West

Virginia, 23 March 1982. The memorandum led to model local cooperative agreements such as that between the Cabell County Board of Education and the Huntington District, Division of Vocational Rehabilitation. Contact the State Division of Vocational Rehabilitation, State Capitol Building, Charleston, West Virginia 25305.

13. For additional examples of state and local cooperative agreements, see *Cooperative Programs for Transition from School to Work*, U.S. Dept. of Education, Office of Special Education and Rehabilitative Services, National Institute of Handicapped Research, 1985. This document is available from the ERIC Clearinghouse on Handicapped and Gifted Children, from the National Rehabilitation Information Center, on order from the U.S. Government Printing Office (refer to order no. 06500000237-0).

14. For examples of staff innovations at the local and state levels, see *Cooperative Programs for Transition from School to Work* mentioned in note 13.

15. "Recommendations To Achieve Agency Cooperation in Preparing and Supporting Handicapped Youth in Meaningful Employment," is a report of a 16-17 January 1985 meeting in Alexandria, Minnesota. A Task Force of representatives of the Department of Education, Special Education Section and Secondary Vocational Education Section; State Board of Vocational Technical Education/Postsecondary Vocational Education; Division of Vocational Rehabilitation/ Department of Economic Security; Job Training Partnership Act/State Job Training Office; State Planning Office/Developmental Disabilities; State Services for the Blind/Department of Human Services, and Parent Advocacy Coalition for Educational Rights (PACER) attended the meeting.

16. David Vandergoot and Henry McCarthy, "Part III—Transition from School-to-Work: Implications of the Research for Youth with Disabilities" a paper presented at the National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Youth, Council for Exceptional Children on 8 March 1985. It is available from the Human Resources Center, Albertson, New York.

17. *Supported Employment: A New Alternative for Vocational Rehabilitation*, Report of the 12th Institute on Rehabilitation Issues, University of Arkansas Vocational Rehabilitation Research and Training Center, Fayetteville, AR 72203.

18. For a flow diagram, "Individualizing the Transition Process," and a case study showing the team approach to transition, "Establishing a Transition Plan for Rob," see Pat McCarthy, Jane M. Everson, Katherine J. Inge, and J. Michael Barcus, "Transition From School to Work: Developing the Process for Individuals with Severe Disabilities," a paper developed by the Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University, Richmond, Virginia Spring 1985.

19. For a report on "Development of Staff Roles for Supported and Transitional Employment Programs," prepared under contract no. 300-85-0094 by Harold Russell Associates, Inc., (October 1985), contact Richard Melia, National Institute of Handicapped Research, U.S. Department of Education, 400 Maryland Avenue, SW, Mail Stop 2305, Washington, DC 20202.

20. Information and data on the concept of withdrawal of direct services, or "fading," are available from the Virginia Commonwealth University Research and Training Center at the address given in note 18.

21. See "Social Service Agency Options for Modifying Existing Systems to Include Transitional and Supported Work Services for Persons with Severe Disabilities," prepared by staff of the Virginia Department of Rehabilitative Services and the Rehabilitation Research and Training Center at Virginia Commonwelath University.

22. Contact the Virginia Commonwealth University Research and Training Center or the Specialized Training Program, 135 College of Education, University of Oregon, Eugene, Oregon 97403-1211, for a newsletter with examples of supported employment programs in a variety of settings.

23. See "National Survey of Day and Vocational Programs for Adults with Severe Disabilities: A 1984 Profile," by Jay Buckley and G. Thomas Bellamy, unpublished paper available from the Specialized Training Program, University of Oregon, September 1985.

24. This summary of movement of individuals from day programs is condensed from the paper cited above by Buckley and Bellamy, and from a presentation by G.T. Bellamy to the Rehabilitation Services Administration's meeting of Supported Employment Demonstration Grant Projects at Washington, DC, 14-15 November 1985.

25. The proposed training announcement was published by the Department of Education in the Federal Register, 51, no. 80, on Friday, 25 April 1986.

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